

SURVEYING THE RELATIONSHIP BETWEEN SELF EFFICACY AND BURNOUT OF FACULTY MEMBERS AT ARDEBIL CITY UNIVERSITIES

Beheshteh Panahi¹, Dr. Adel Zahed Bablan, Dr. Mehdi Moinikiya

Department of Educational Management, Tabriz Branch, Islamic Azad University, Tabriz, Iran.

Abstract

This study had done to surveying relationship between self-efficacy and job burnout of faculty members at Ardebil city universities. For this purpose, we study the literature of self-efficacy (instructional strategies, classroom management and job involvement) and job burnout. The population was Ardebil city universities faculty members. We determined the amount of the sample size with the used of Cochran sampling method which the statistical sample is 359 of these employees which have been selected through the simple random sampling method. To gathering of data, we used a questionnaire. In order to analyze the data resulted from collected questionnaires deductive and descriptive statistical methods are used. The results Kolmogorov-Smirnov Test shows the test distribution is Normal. So we can use Multi Regression test the hypothesis of the research. The SPSS tool has been used. The findings show that with attention to each share of self-efficacy show that share of any dimensions is significant in predicting burnout. And also, considering the contribution of each component of career self-efficacy showed that only part classroom management ($\beta = -0.03$) in predicting burnout at 95% confidence level.

Key words: *self-efficacy, instructional strategies, classroom management and job involvement, and job burnout*

INTRODUCTION

Overcoming the teacher shortage will involve the preparation of high quality future teachers; these individuals must hold the belief that they have the potential for success as an agricultural educator to remain in the classroom. A high sense of teacher self-efficacy can combat teacher burnout and attrition, thereby retaining teachers in the profession. Woolfolk Hoy and Hoy (2009) defined teacher self-efficacy as “. . . a teacher’s belief that he or she can reach even difficult students to help them learn, it appears to be one of the few personal characteristics of teachers that is correlated with student achievement” (pp. 167–168). In addition, “novice teachers completing their first year of teaching who had a high sense of teacher efficacy [teacher self-efficacy] found greater satisfaction in teaching, had a more positive reaction to teaching, and experienced less stress” (Woolfolk Hoy, 2000, p. 6).

The concept of “teacher self-efficacy belief” (TSEB) is the beliefs of teachers related to their capabilities to affect the learning outcomes of students including those with low motivation and low ability to learn (Bandura, 1977; Tschannen-Moran, Hoy, & Hoy, 1998). It can be argued that the levels of teachers' efforts, targets and desires differ depending on self-efficacy beliefs (Tschannen-Moran & Hoy, 2001). Tschannen-Moran and Hoy (2001: 783) defined a teacher’s

¹ Correspondence author

efficacy belief as “a judgment of his/her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated”.

It can be argued that teachers whose TSEBs are high are more capable of using instructional strategies effectively, more capable of ensuring student participation and more successful in Self-Efficacy skills (Caprara, Barbaranelli, Steca & Malone, 2006) and they use direct teaching less (Ashton & Webb, 1986). Teachers with high teacher self-efficacy make more efforts to overcome the problems they face, and they can maintain these efforts longer (Bandura, 1977; 1986). It has been revealed that there exist differences between teachers with high and low self-efficacy beliefs in issues such as using new techniques and giving feedback to students with learning disabilities (Tschannen-Moran & Hoy, 2001; Özkan, Tekkaya & Çakiroğlu 2002; Ross, 1992). TSEB affects also enables the teacher to be open to new ideas and to develop positive teaching attitudes (Tschannen-Moran & Hoy, 1998), and to take more responsibility in teaching (Coladarci, 1992). It can be argued that perceived teaching self-sufficiency is positively associated with teachers' job satisfaction. (Caprara, Barbaranelli, Steca & Malone, 2006; Caprara, et. al, 2003). It was presented in the study by Tschannen-Moran & Hoy (2007) that the satisfaction derived from classroom performance is positively correlated with teaching self-efficacy belief. Klassen et al., (2009) also found a high correlation, in the study they carried out in five different countries, between teachers' job satisfaction levels and teaching self-efficacy beliefs. Exploring the relationship between TSEB and job satisfaction may have implications for teachers' job performance, and by extension, the academic achievement of students (Klassen et. al., 2009: 68). It could also be stated that there exists a positive correlation between the self-efficacy belief related to teaching and attitude (Demirel & Akkoyunlu, 2010).

Burnout is a prolonged response to chronic emotional and interpersonal stressors on the job, and is defined by the three dimensions of exhaustion, cynicism, and inefficacy. The past 25 years of research has established the complexity of the construct, and places the individual stress experience within a larger organizational context of people's relation to their work. Recently, the work on burnout has expanded internationally and has led to new conceptual models. The focus on engagement, the positive antithesis of burnout, promises to yield new perspectives on the interventions to alleviate burnout. The social focus of burnout, the solid research basis concerning the syndrome, and its specific ties to the work domain make a distinct and valuable contribution to people's health and well-being (Maslach, Schaufeli, Leiter, 2001).

Statistical data indicate that teachers are abandoning the profession in increasing numbers.

According to Shinn (1982) and Katzell, Korman, and Levine (1971), teachers are three times more likely to quit their jobs and even more likely to want to quit their jobs than are similarly trained professionals. Many are finding jobs in private industry, others are seeking early retirement, and still others are simply dropping out. Thousands of teachers have laid down their pointers and chalk largely because of decreased funding, limited personal control over their teaching, and lack of societal commitment.

One important factor that contributes to this trend is teacher burnout. Burnout is a more serious problem to the profession than job change or early retirement because it renders a teacher unable to cope, although he or she remains in the classroom. According to Truch (1980), teacher distress costs at least 3.5 billion annually through absenteeism, turnover, poor performance, and waste. It is estimated that one-quarter of all teachers feel burned out at any given time. Job burnout is a problem in many professions, but it significantly more prevalent in the helping professions. Teachers, as well as administrators, counselors, doctors, nurses, police officers, and so on have the additional burden of extreme responsibility for the wellbeing of others on top of the multitude of stressors that stem from routine job activities. This heavy responsibility combined with limited resources, long hours, marginal working conditions, and often unreasonable demands from those receiving services, lead to chronic stress, and ultimately, burnout (Dworkin, 1987).

Burnout manifests itself in many ways. Those who experience this syndrome typically find that they are tired, drained, and without enthusiasm. They talk of feeling pulled by their many projects, most of which seem to have lost meaning (Corey, 1996). Job burnout is both an occupational hazard and a phenomenon induced by distress. It is generally characterized by: (1) some degree of physical and emotional exhaustion; (2) socially dysfunctional behavior, particularly a distancing and insulation from individuals with whom one is working; (3) psychological impairment -- especially strong, negative feelings toward the self; and (4) organizational inefficiency through decreased output and poor morale.

METHODOLOGY

The main purpose of this study was surveying relationship between Self Efficacy and burnout of faculty members at Ardebil city universities. The population was Ardebil city universities faculty members. The table 1 show the characteristics of population.

Table 1: Characteristics of population

Mohaghegh Ardabili university	Coach	50	275
	Assistant	170	
	Associate	51	
	Professor	4	
Payem e noor university	Coach	111	120
	Assistant	9	
	Associate	0	
	Professor	0	
Islamic Azad University	Coach	201	231
	Assistant	26	
	Associate	4	
	Professor	0	

We determined the amount of the sample size with the used of Cochran sampling method which the statistical sample is 359 of these employees which have been selected through the simple random sampling method. To gathering of data, we used a questionnaire. Questionnaires reliability was estimated by calculating Cronbach's Alpha. Table 2 shows the number of question and Cronbach's Alpha for each dimensions of research.

Table 2 shows the number of question and Cronbach's Alpha for each dimensions:

Dimensions	No. of Items	Alpha
Self-Efficacy	26	0.94
burnout	22	0.82

In order to analyze the data resulted from collected questionnaires deductive and descriptive statistical methods are used. The results Kolmogorov-Smirnov Test shows the test distribution is Normal. So we can use Multi Regression test the hypothesis of the research. The SPSS tool has been used.

RESULTS

The main hypothesis of this study is "There is relationship between Self-Efficacy and burnout of faculty members at Ardebil city universities". And also we have a question that it is "which dimensions of Self-Efficacy significant predictor of the burnout of faculty members at Ardebil city universities?"

To finding the answer to question and analysis the hypothesis, we have used Multi Regression test.

Table 3: Correlation between Self-Efficacy and burnout.

	Square	df	Mean square	F	sig	R
--	--------	----	-------------	---	-----	---

Regression	1683.6	3	261.2	7.5	.000	.24
Remaining	26564.6	355	74.8			
Total	28248.2	358				
Predictor variables				t	Sig	
	B	Error	Beta			
Constant	52.2	4.1	-	12.7	.000	
Instructional Strategies	-0.05	.14	-0.02	-0.3	.72	
Classroom management	-0.06	.15	-0.3	-4.0	.000	
Job Involvement	0.3	.18	0.1	1.6	.122	

Predictor variables: Instructional Strategies, Classroom management, Job Involvement

Criterion variables: Job Burnout

According to table 3, $R = 0.24$ and $F = 7.51$ in $p < 0.05$. It means that Self-Efficacy include Instructional Strategies, Classroom management, Job Involvement are a significant predictor for job burnout.

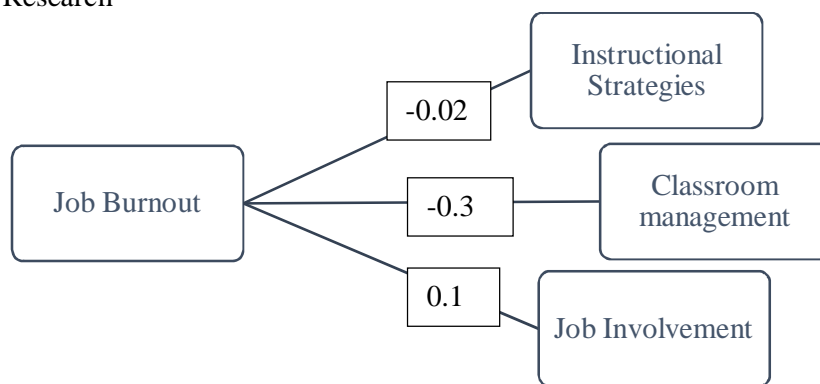
CONCLUSION

This study had done to surveying relationship between self-efficacy and job burnout of faculty members at Ardebil city universities. For this purpose, we study the literature of self-efficacy (instructional strategies, classroom management and job involvement) and job burnout.

The findings show that with attention to each share of self-efficacy show that share of any dimensions is significant in predicting burnout. And also, considering the contribution of each component of career self-efficacy showed that only part classroom management ($\beta = -0.03$) in predicting burnout at 95% confidence level.

But the other part of the subscale instructional strategies, and job involvement is not significant in explaining burnout means. Overall, the potential for burnout concerning the following be considered: (see figure 1)

Fig. The final model Research



References

1. Bandura, A. (1977). Self-efficacy: toward a unifying theory behavioral change. *Psychological Review*, 84(2), 191-215.
2. Caprara, G. V., Barbaranelli, C., Steca, P., & Malone, P. S. (2006). Teacher self-efficacy beliefs as determinants of job satisfaction and students' academic achievement: A study at the school level. *Journal of school Psychology*, 44, 473-490.

3. Caprara, Gian Vittorio; Barbaranelli, Claudio; Borgogni, Laura, & Steca, Patrizia.(2003). Efficacy beliefs as determinants of teachers' job satisfaction. *Journal of Educational Psychology*, 95(4), 821-832.
4. Coladarci, T. (1992). Teachers' sense of efficacy and commitment to teaching. *Journal of Experimental Education*, 60, 323–337.
5. Corey G., (1996), *Theory and Practice of Counseling and Psychotherapy*
6. Demirel, M. & Akkoyunlu, B. (2010). Öğretmen adaylarının öğretmenlik mesleğine ilişkin öz-yeterlik inançları ve tutumları. *Uluslararası Öğretmen Yetistirme Politikaları ve Sorunları Sempozyumu II Bildiriler Kitabı*, Hacettepe Üniversitesi, Beytepe-Ankara, 16-18 Mayıs, 2010.
7. Dworkin A.G. (1987), *Teacher Burnout in the Public Schools: Structural Causes and Consequences for Children*, State University of New York Press.
8. Klassen, et al., (2009). Exploring the validity of a teachers' self-efficacy scale in five countries, *Contemporary Educational Psychology*, 34, 67–76.
9. Maslach, C., Schaufeli, W.B., and Leiter, M.P.(2001), What is Job Burnout? *Annual Review of Psychology*, V.52, pp.397-422.
10. Özkan, Ö., Tekkaya, C. & Çakıroğlu, J. (2002). Fen bilgisi aday öğretmenlerin fen kavramlarını anlama düzeyleri, fen öğretimine yönelik tutum ve öz - yeterlik inançlar.
11. Ross, J. A. (1992). Teacher efficacy and the effect of coaching on student achievement. *Canadian Journal of Education*, 17, 51- 65.
12. Tschannen-Moran, M. & Hoy, A. W. (2007). The differential antecedents of self-efficacy beliefs of novice and experienced teachers. *Teaching & Teacher Education*, 23(6), 944-956.
13. Tschannen-Moran, M., & Woolfolk-Hoy, A. (2001) Teacher efficacy: Capturing an elusive concept. *Teaching and Teacher Education*, 17, 783-805.
14. Tschannen-Moran, M., Woolfolk , Hoy, A. & Hoy, W. K. (1998). Teacher efficacy: Its meaning and measure. *Review of Educational Research*, 68, 202–248.
15. Woolfolk Hoy, A. E. (2000, April). Changes in teacher efficacy during the early years of teaching. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, and L.A.
16. Woolfolk Hoy, A. E., & Hoy, W. K. (2009). *Instructional leadership: A research-based guide to learning in schools*. Boston, MA: Allyn and Bacon